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ABSTRACT

This bibliography contains 36 annotations of resources in the ERIC database (ranging from 1983 to 1989) concerning study skills, note-taking, test-taking, and other organizational skills. The first section of this bibliography provides resources for developing good study habits, how to change study behavior, allocating study time, and study strategies such as SQ3R, RESPONSE, LETME, and PORPE. The second section contains three references specifically on note-taking. Articles and papers in the last section present the latest research and theory on improving study skills. (MS)

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Study Skills

by Michael Shermis

FAST Bib No. 35 RCS

Research shows that effective studying techniques can help students raise their grades. A search of the ERIC database reveals the following citations on study strategies, including note-taking, test-taking, and other organizational skills, from the period 1983 to 1989. The first section of this *FAST Bib* provides resources for developing good study habits, how to change study behavior, allocating study time, and study strategies such as SQ3R, RESPONSE, LETME, and PORPE. The second section contains three references specifically on note-taking. Articles and papers in the last section present the latest research and theory on improving study skills.

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Study Strategies

Allen, Sheilah. "Conversing about Study Skills," *Highway One*, v9 n3 p34-41 Fall 1986.

Suggests ways of diagnosing problems in students' study habits and offers strategies for improving study skills and test taking.

Allen, Sheilah. "Study Skills: A Joint Teacher-Student Responsibility," *Australian Journal of Reading*, v9 n2 p78-83 Jun 1986.

Offers a method for teachers in the content areas to teach study skills, specifically, strategies for allocating study time, reading, note taking, and studying for tests.

Beers, Penny G. "Accelerated Reading for High School Students," *Journal of Reading*, v29 n4 p311-15 Jan 1986.

Describes a one-semester ninth grade developmental reading class that includes speed reading and study and test-taking strategies. Provides a rate building and study skills bibliography.

Bragstad, Bernice Jensen; Stumpf, Sharyn Mueller. *Study Skills and Motivation. A Guidebook for Teaching.* Second Edition. Allyn and Bacon, Inc., 7 Wells Avenue, Newton, MA 02159, 1987. ($35.95) 364p. [ED 288 816; document not available from EDRS]

This guidebook attempts to move theory into application by sharing ways that teachers fuse the teaching of learning processes with the teaching of course content. Chapters focus on: (1) motivating students to learn; (2) concentration and learning to focus; (3) time management; (4) remembering; (5) technical vocabulary; (6) streamlining study; (7) mapping ideas; (8) note taking; (9) test taking; (10) research papers; (11) strategic reading; (12) application to content areas; and (13) total school programs and results.

Davey, Beth. "Teams for Success: Guiding Practice in Study Skills through Cooperative Research Re-

ports," *Journal of Reading*, v30 n8 p701-05 May 1987.

Describes an approach to writing research reports in which students work in teams, with systematic guided practice. Uses the following steps: topic selection; planning; researching the topic; organizing; and writing. Includes pointers for implementation.

Dansereau, Donald F. "Transfer from Cooperative to Individual Studying," *Journal of Reading*, v30 n7 p614-19 Apr 1987.

Considers cooperative reading and study groups and suggests activities designed to enhance individual learning and study skills for such groups.

Fitzpatrick, James E. "Success Group: Motivation for Minimum Achievers," *NASSP Bulletin*, v70 n489 p104-05 Apr 1986.

Describes an afterschool study session called Success Group to which failing or barely passing students are referred to improve their study skills. Reports that students attend these supervised sessions until their classwork or grades have improved.

Grabe, Mark. "Technological Enhancement of Study Behavior: On-Line Activities to Produce More Effective Learning," *Collegiate Microcomputer*, v6 n3 p253-59 Aug 1988 .

Discusses advances in technology and in cognitive models of learning that focus on computer activities which are intended to improve the effectiveness of study behavior. Outlines specific cognitive processes contributing to successful study.

Harries, Rhonda J. "Teaching Regular Classroom Success," *Academic Therapy*, v21 n4 p447-51 Mar 1986.

Seven strategies are described to encourage resource room students' development of independent organizational skills. Suggestions include use of specific duty sheets, time management instruction, and teaching of proofreading and checking techniques.

Heimlich, Joan E.; Pittelman, Susan D. *Semantic Mapping: Classroom Applications.* Reading Aids Series, IRA Service Bulletin. International Reading Association, Newark, DE, 1986. 56p. [ED 274 959]

Presents ways in which semantic mapping can be used for general vocabulary development, as a prewriting and prereading activity, as a postreading activity, and as a study skills strategy.

Jacobson, Jeanne M. "Response: An Interactive Study Technique," *Reading Horizons*, v29 n2 p85-92 Win 1989.

Describes a study strategy called RESPONSE. Includes a reading assignment response form which focuses students' attention on important points, questions, points of confusion, and new terms and concepts.

Johnson, Linda Lee. "Learning across the Curriculum with Creative Graphing," *Journal of Reading*, v32 n6 p509-19 Mar 1989.

Describes an instructional technique called "creative graphing" in which students learn to reorder information visually, to interpret the graphic aids of their textbooks more easily, to highlight relationships that are not immediately apparent in the text, and to illuminate ideas for further exploration using charts, trees, stars, chains, and sketches.

Jones, Janet Craven. "ERIC/RCS: Reading and Study Skills: Problems in the Content Areas," *Journal of Reading*, v31 n8 p756-59 May 1988.

Discusses possible causes of the lack of good reading and study skills among United States secondary school students. Describes several techniques for improving these skills.

Maloney, Raymond. *Helping Your Child Learn at School: How Parents Support Good Study Habits in the Home.* Minerva Press, Inc., Waterford, MI, 1987. 15p. [ED 294 651]

Provides suggestions for parents who want to know how best to help their children develop study habits that will insure a good chance for school success. Discusses concentration; motivation; setting of goals that are realistic, specific, have a definite deadline, and are associated with rewards; use of self-talk for achievement; and test anxiety.

Mangrum, Charles T., II. *Learning to Study: Study Skills/Study Strategies. Book H (Grade 8).* Jamestown Publishers, P.O. Box 9168, Providence, RI 02940, 1983. ($5.80). 96p. [CS 009 415; paper copy not available from EDRS]

Provides students with examples of study strategies and location, organizational, interpretation, retention, test-taking, and rate skills.

Memory, David M.; Yoder, Carl Y. "Improving Concentration in Content Classrooms," *Journal of Reading*, v31 n5 p426-35 Feb 1988.

Presents a concentration improvement guide for students. Offers a procedure for effective presentation of the guide—reading and discussing the guide in small groups, followed by whole class discussion of reactions.

Moskowitz, Fern C. "Help Parents Boost Kids' Study Skills," *Executive Educator,* v10 n9 p26 Sep 1988.

Provides tips to help boost children's study skills, including organizing parent education sessions, establishing an after-school homework assistance program, providing homework organizers for students, and creating a homework hotline. States that once the school program is in order, parents can be invited to participate as partners.

Mullen, Joann. "The Incomplete Assignment," *Academic Therapy,* v22 n5 p469-75 May 1987.

Provides a checklist designed to help elementary school teachers assess why a student is unable to complete a classroom assignment. Lists criteria grouped under physical, academic, perceptual, behavioral, and motor factors. Suggests compensatory actions such as adapting the classroom environment or referring the student for further evaluation.

"Open to Suggestion," *Journal of Reading,* v30 n3 p262-65 Dec 1986.

Offers suggestions on how to teach students the importance of regular study habits for learning to spell, story ideas to help students get started with creative writing, and a model of a daily record assignment book to help students organize and remember their homework assignments.

Ormrod, Jeanne Ellis; Jenkens, Lynn. "Study Strategies for Learning Spelling: What Works and What Does Not." Paper presented at the Annual Meeting of the American Educational Research Association, 1988. 17p. [ED 293 871]

Examines strategies actually used by good and poor spellers at different grade levels.

Pankey, Jerome S. "The Effects of TAG and SQ3R Study Skills Methods on the Academic Achievement of Junior High Students." 1986. 9p. [ED 285 681]

Focuses on ways to enhance the study skills of students in the middle grades, and describes the use of study guides, textbook activity guides (TAGs), and the Survey, Question, Read, Recite, Review (SQ3R) technique of textbook study.

Petercsak, Stephen J., Jr. *Study Skills: A Resource Book.* Ohio State Dept. of Education, Div. of Inservice Education, Columbus, OH, 1986. 77p. [ED 293 090]

Reinforcing the concept that study skills instruction needs to be part of the curriculum at every grade level and should be taught through a developmental approach, this resource book provides suggested student competencies, teaching approaches, and sample activities.

Shaughnessy, Michael F.; Baker, Belinda. "Learning Strategies: Teaching Students How to Learn." 1988. 14p. [ED 300 357]

Identifies various techniques that have been used successfully in facilitating learning, including memorization, repetition, and review. Discusses the differences between active and passive learning and points out that tactics used by good students include organizational strategies, summarizing, and creating analogies. Suggests that to improve learning skills, students from their earliest years of schooling should be taught memory aids, highlighting, underlining, and summarizing.

Shenkman, Harriet. "A Theoretical Model for a Total Approach to Independent Learning," *Reading Psychology,* v7 n2 p111-19 1986.

Describes a metacognitive study method, LETME, designed to help students manage the entire study process by facilitating the understanding, selection, organization, retention, and analysis of information from expository text.

Simpson, Michele L.; and others. "An Initial Validation of a Study Strategy System," *Journal of Reading Behavior,* v20 n2 p149-80 1988.

Reports on a study to determine the effectiveness of an integrated study strategy system that uses self-assigned writing as a means of learning psychology content. Concludes that the PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) system can be a potent, durable, and efficient independent study strategy.

Study Skills: A Ready Reference for Teachers. Hawaii State Dept. of Education, Office of Instructional Services, Honolulu, HI, 1988. 315p. [ED 292 276]

This reference manual provides practical strategies for teaching a wide range of study skills at the elementary and secondary grade levels.

Note Taking

Beecher, Jeff. *Note Taking: What Do We Know about the Benefits?* ERIC Digest No. 12. ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN, 1988. 2p. [CS 009 420]

Discusses whether note taking results in improved student performance on tests.

Campbell, Joan Daniels. "Note Taking: Telegram Style," *Learning*, v17 n8 p89-90 Apr 1988.

Describes how to improve students' note-taking skills by having them pretend they are journalists wiring in a story. Students must pare down information to the essentials and calculate telegram costs.

Smith, Patricia L.; Tompkins, Gail E. "Structured Notetaking: A New Strategy for Content Area Readers," *Journal of Reading*, v32 n1 p46-53 Oct 1988.

Describes a technique using expository text structures and graphic organizers as the basis for taking notes from content area texts. This technique can be transferred to note taking during lectures.

Recent Research and Theory

Allen, Jennifer M; Freitag, Kimberly Koehler. "Parents and Students as Cooperative Learners: A Workshop for Parents," *Reading Teacher*, v41 n9 p922-25 May 1988.

Stresses the importance of parental involvement in children's education. Describes a successful parent-student study-skills workshop, and discusses several common barriers to parents' participation in workshops, along with suggested solutions.

Haynes, Norris M. "Review of the Perspectives Underlying Study Skills Research with Special Emphasis on Three Motivational Dimensions: Self-Esteem, Performance Attribution and Anxiety. A Rationale for the Self-Assessment Questionnaire (SAQ)." Paper presented at the 95th Annual Meeting of the American Psychological Association, 1986. 26p. [ED 283 909]

States that study skills research has progressed within the past ten years from primary concern with overt and observable study behaviors to an examination of cognitive and motivational processes underlying student learning and achievement outcomes. Argues that there is still need for a more comprehensive approach which integrates the behavioral, cognitive and motivational perspectives. Notes that a group of educational psychologists is developing the Self-Assessment Questionnaire (SAQ), which is designed to be a complete study instrument, including motivational as well as behavioral and cognitive dimensions.

Jacobowitz, Tina. "Using Theory to Modify Practice: An Illustration with SQ3R," *Journal of Reading*, v32 n2 p126-31 Nov 1988.

Uses the example of SQ3R (Survey, Question, Read, Recite, and Review) to demonstrate how knowledge of the relationship between theory and practice makes reading and study skills instruction more meaningful. Notes that this awareness also enables teachers to modify various skills to meet student needs.

Rinehart, Steven D.; and others. "Some Effects of Summarization Training on Reading and Studying," *Reading Research Quarterly*, v21 n4 p422-38 Fall 1986.

Reports a study indicating that summarization training improved recall of major but not minor information on a studying task and that such training is an effective tool for improving reading and studying skills.

Schmidt, Cynthia Maher; and others. "But I Read the Chapter Twice," *Journal of Reading*, v32 n5 p428-33 Feb 1989.

Describes specific problems that students encounter when they begin the transition into content area studies. Examines a recent research summary on study skills for suggestions about how to address these problems.

Thomas, John W.; and others. "Grade-Level and Course-Specific Differences in Academic Studying: Summary," *Contemporary Educational Psychology*, v12 n4 p381-85 Oct 1987.

Contends that academic achievement cannot be improved by increasing the amount of time students spend on homework. Instead, achievement depends on the nature of the study activities students do.

Zimpfer, David G. "Group Work in the Treatment of Text Anxiety," *Journal for Specialists in Group Work*, v11 n4 p233-39 Nov 1986.

Presents a review of the professional literature which strongly supports the inclusion of group counseling or study skills training along with group-based cognitive or behavioral interventions as a combined approach to the treatment of test anxiety.

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